



# Culturally Responsive Teaching in English Classrooms: Practices, Perceptions and Challenges

Nguyen Thi Mai Huong

Faculty of Foreign Languages, Ho Chi Minh City University of Industry and Trade, Vietnam

Received: 20 May 2025

Accepted: 30 May 2025

Published: 06 June 2025

**\*Corresponding Author:** Nguyen Thi Mai Huong, Faculty of Foreign Languages, Ho Chi Minh City University of Industry and Trade, Vietnam

**Abstract:** This scoping review investigates the current practice of Culturally Responsive Teaching (CLT) in English classes. The globalization has intensified the demand for intercultural communication. These facts dictate the necessity for English teachers to exploit their students' diverse cultural backgrounds in their class to maximize their communicative skill both linguistically and cross - culturally. The study synthesizes findings from 13 empirical research conducted globally (1) to explore the current employment of CRT in English instruction; (2) to identify teachers and learners' perception of this approach; (3) to find out the effectiveness of its deployment on the students' English proficiency and intercultural competence; (4) to determine the challenges with the introduction of CRT in English classes. While the review confirms the benefits of CRT in English education and reveals both English learners and instructors' favorable attitude toward this teaching strategy, it is not widely applied. A number of problems have been pointed out, namely a lack of professional training for teachers, insufficient resources and support from their working institutions. The finding stresses a need for educators and stakeholders to pay more attention to make most of CRT in promoting English learners' language as well as intercultural communicative competence. The review also identifies areas for future research, including ways to deliver culturally responsive instruction, culturally relevant topics to be brought into English learning environment, learners' difficulties with CRT.

**Keywords:** Culturally Responsive Teaching (CRT); English education; Intercultural Communicative Competence (ICC)

## 1. INTRODUCTION

Being a lingua franca, English language serves as a mean of interaction for people from different cultural backgrounds. This fact has dictated a crucial need for English teachers to focus on developing not only language proficiency but also cultural competence for their students so that they can communicate appropriately and effectively in culturally diverse settings. Consequently, the integration of culture with English instruction in classroom is unavoidable. However this competency can not be taught or learnt from books. To acquire it, students need a lot of practice and experience. However, creating a learning environment to promote the learners' language proficiency and intercultural competence is never an easy task. This matter is further challenged by the fact that more and more English classrooms are becoming multicultural as a result of globalization and immigration. Students of various cultural backgrounds come to class with different values, belief, experiences, etc. which may alienate them from the mainstream learning and teaching approach. Many scholars (Gay, 2000; LadsonBillings,1995) have confirmed that this factor is a major culprit for poor academic achievement of certain ethnic learners as their needs and learning styles are not appropriately addressed in class. To deal with these problems, more and more researchers and educators have been convinced that Culturally Responsive Teaching (hereafter abbreviated as CRT) is an effective solution.

CRT has been recommended in multicultural education since the 1990s (LadsonBillings, 1995; Banks, 1999). Its advocators argue that the incorporation of the learners' culture and experiences into the learning process can benefit them in multiple ways. Howard Gardner (2010) and Gay (2002) strongly believe that that culturally responsive educators can enhance their learners' academic achievement by encouraging them to learn by building on their previous experiences, knowledge and skills. The advantages of CRT in classrooms are further emphasized by Banks (2016) who states that CRT brings

students positive learning experience because all cultures are acknowledged and utilized in their lessons, which helps establish unbiased and equitable learning environments for all of them.

Sharing the same benefits as mentioned above, CRT deployment in English instruction taps on learners' linguistic and cultural diversity to promote their English proficiency and cultural competence. Ladson-Billings (2006), a strong advocator of CRT, soon recognizes the power of CRT approach in English teaching when she affirms that it can bring into class more inclusive and various language practices that mobilize the socio-linguistic experiences of learners. Thus, she urges language educators to deploy this innovative approach in language teaching. Sharing her views, Muñiz (2019) also puts forward that it is the leveraging of the learners' linguistic and cultural diversity for language learning and teaching in multi-ethnic classrooms that reinforces the development of students' academic skills as well as their cultural expertise. To be more specific, their multilingual backgrounds can be exploited as an effective mean to foster their English proficiency. Besides, the introduction of CRT in English language education can create a culturally diverse environment for students to experience, which lays a great platform for the cultivation of their intercultural competence. In CRT classrooms, students learn how to value and respect differences when they interact and cooperate with partners from other cultural backgrounds to do language learning tasks.

While CRT has attracted an immense interest in general education research and practices with various studies having been conducted to explore the impacts of CRT implementation on students' academic achievement, ways to make most of CRT in different educational contexts, the relationship between CRT and social justice, the influences of teachers and learners' cultural identities and perception on CRT practices, etc. (Bank, 1995; Wlodkowski & Ginsberg, 1995; Irvine & Armento, 2001; Gay, 2002; Malo-Juvera, Correll & Cantrell, 2018, etc.), the attention paid

to this approach in English teaching area has been modest. Although language instruction area seems to benefit most from CRT and the effectiveness of this approach has also been confirmed by numerous scholars, research about the implementation of CRT in this particular area has been limited. Additionally, most of the studies focus on the theoretical side of it. That's the reason why the author of this paper decides to do a scoping review of studies on CLT application with an aim to examine the current practices of CRT in English class, the effectiveness of CRT on the development of learners' intercultural and English competency, major elements and problems related to its implementation to find out the gaps that need to be filled to in order to exploit it effectively in this educational field.

To achieve the above - mentioned purpose, these 4 questions are formulated to guide the overview:

- What are the current **practices** of Culturally Responsive Teaching in English class?
- How does Culturally Responsive Teaching **impact** students' intercultural competence and English proficiency?
- What are the **perceptions** of teachers and students about the integration of Culturally Responsive Teaching practices in English teaching?
- What are the reported **challenges** facing Culturally Responsive Teaching teachers in English class?

This paper evaluates, analyzes and synthesizes 13 investigations (9 articles, 4 theses) that have explored the implementation of CRT in English education to find out the current application, its effectiveness in real contexts, beliefs of the instructors and learners as well as the obstacles which need to be overcome to maximize its values. The results are expected to shed light on the gap that hinder the efficiency of CRT implementation and provide insights into the areas that need more attention of researchers to promote the effectiveness of this educational approach.

## 2. CONCEPTUAL FRAMEWORK

Various conceptual frameworks for CRT have been proposed by different researchers.

Convinced that cultural mismatches among students and between students and teachers in a multicultural learning environment hinder the learning and teaching results, Bank (1999) introduces multicultural education concept which aims to “create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society”. His suggested model (2006) encompasses the following five elements: content integration,

knowledge construction, prejudice reduction, equitable pedagogy, and empowering school culture. (1) Content integration is conceptualized as a teaching approach in which culturally responsive teachers present the content of the subject matter from perspectives of different cultures. (2) Knowledge construction means that culturally responsive teachers can explain to their learners the way the subject matter is constructed from the viewpoints of particular racial and social classes, which ensures no biases against any knowledge bases from any groups of cultural background. (3) Prejudice reduction requires teachers to create more favorable conditions for their students to learn and to boost more democratic attitudes and behaviors. (5) Equity pedagogy asks teachers to pay attention to both the equality of learning opportunities and the consciously implementing strategies that support culturally different learners who are facing academic difficulties. (6) Empowering school culture suggests that teachers support efforts to restructure their institutions both organizationally and culturally in order to bring about educational equity and cultural acknowledgements for all students.

Ladson-Billings (1995) brings forward the term “Culturally Relevant Pedagogy” in the 1990s to discuss about a method of instruction in which teachers effectively taught African American students by obtaining knowledge about them from their community to bring into their class. His framework for it aims to provide students with opportunities to: (1) advance their academic success (2) cultivate their cultural competence and (3) foster their critical consciousness through which they challenge social inequalities (Ladson-Billings, 1995a, p. 160).

Holding the same position with Ladson-Billings (1995) about the incorporation of the learners’ diverse experience for better classroom education, Gay (2002) used another term “Culturally Responsive Teaching” to propose a more detailed model which requires teachers’ strategies and practices which focus on the following five major elements: (1) fostering learners’ understanding about multicultural (2) deploying learners’ diverse ethnical backgrounds to build culturally relevant curricula (3) demonstrating a respect toward different cultures (4) creating a learning environment relevant to students of various cultural backgrounds (5) delivering instruction responsively to ethnically diverse students. In her view, Culturally Responsive Teaching is an efficient educational approach because it makes use of “the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2002, p.29).

Meanwhile, Siwatu (2007) supposes that CRT must have the following competencies (1) embedding learners’ cultural backgrounds and learning preferences with curriculum (2) creating a culturally congruent learning environment (3) deploying different methods of assessment (4) and promoting cultural knowledge. He believes that culturally responsive teachers must equip learners with critical knowledge and skills so that they are capable of acting in harmony with mainstream culture while maintaining their own language and cultural identities.

Similarly, Aceves and Orosco (2014, p.9-12) describes the duties of a CRT teachers which include (1) embedding learners’ culture with the teaching content (2) understanding how culture, language and racial identities impacts students’ learning (3) employing multicultural awareness to value cultural diversity (4) holding high expectations for students’ academic achievement and promoting their potentials through the use of challenging and engaging exercises (5) developing learners’ critical thinking skill by combining their own culture and native language with challenging learning experiences.

To sum up, all the approaches emphasizing culturally informed practices as described by the above - mentioned scholars embraces the following prominent features:

- Empower and cultivate learners’ cultural identities and prior knowledge to maximize their learning achievement.
- Make instructional strategies correspond with learners’ learning styles
- Relate students’ cultural knowledge with the learning and teaching content.
- Utilize learners’ own cultural values, beliefs and perceptions to enhance their learning while reducing cultural stereotypes and prejudices.

For the convenience of this paper, Culturally Responsive Teaching (CRT) will be used to represent all these approaches.

### 3. THE IMPACTS OF CRT IN PROMOTING ENGLISH LEARNERS' LANGUAGE ACHIEVEMENT AND CULTURAL COMPETENCE

It is undeniable that English has become the global language of communication among many non-native speakers. The status of English in international interaction has led to a shift in the aim of this language instruction program, which, now, focuses on preparing learners to communicate effectively and appropriately in various contexts where the speakers' linguistic backgrounds and cultural origins are mostly not the same (Deardorff, 2006). Besides, communicators of different backgrounds often have different cultural frames of reference, which may cause misunderstanding even conflicts in worse cases. For these reasons, English learners need to develop an awareness about the values of cultural diversity, enrich cultural knowledge along with the promotion of this language proficiency. Undoubtedly, a successful deployment of CRT in English learning and teaching must be able to deal with these requirements. By bringing various cultural values into English classroom, it can create a culturally tolerant classroom atmosphere (Brown, 2007), develop the learners' tolerance to different ideas, set up a multi – cultural environment where they can learn practical experience of cross – culture communication and enhance their cultural sensitiveness. Furthermore, the introduction of CRT in class utilizes the learners' diverse linguistic knowledge, which helps to foster their English competence. These benefits of CRT deployment have been supported by various researchers as mentioned earlier. However, its impacts on English learners' language development and cultural competence need to be confirmed with empirical research, because it will help to build English teachers' confidence in the application of CRT in their teaching.

### 4. FACTORS AFFECTING THE IMPLEMENTATION OF CRT IN ENGLISH CLASS

Like any other instructional approaches, the effective employment of CRT involves multiple factors but the most important ones include: teachers' competency on CRT, teachers' and learners' beliefs on the effectiveness of CRT in English instruction, the curricula, and teaching materials.

#### 4.1. Teachers' Competency on CRT

Naturally, to carry out any teaching methods effectively, instructors need to be equipped with all the necessary expertise and skills. According to Siwatu (2007) and Moon (2011), to make the learning meaningful and relevant to students of diverse cultures, CRT teachers must actively mobilize their cultural knowledge and performance styles. This paradigm entails teachers' skills and understanding of their learners' background to address their specific needs in English classrooms in order to foster their language proficiency and cultural competence.

Other scholars such as Sleeter (2011) and Irvine (2003) argue that a preparation program for CRT teachers is needed to equip them with necessary tools which can help them navigate culturally diverse classrooms successfully. Unarguably, comprehensive knowledge of students' multiple cultures and experiences are indispensable means which preparation courses must provide CRT educators.

#### 4.2. Teachers and Students' Perceptions

Teachers play the major role in the practices of an instruction method in classrooms. They evaluate and give feedback about its effects on the learning outcomes of the learners. According to Wisniewski et al. (2020), teachers' perceptions of teaching determine how they teach and how their students learn. Their views about an instructional approach not only influence their actual practices in classroom, but also shape their expectations for their students. This, in its turn, affects the students' learning achievement. Therefore, an educational idea or approach cannot be implemented effectively if teachers deem it as unapplicable or inefficient.

Together with teachers, learners play indispensable role in the teaching – learning process. The introduction of an instructional method or approach cannot be successful if they do not have favorable view to it. In other words, their learning motivation and their engagement in class activities will decline if they find a teaching approach boring or ineffective.

To sum up, teachers and students' thoughts are worth researchers' consideration when analyzing the implementation of any educational approaches in general, of CRT in particular as this innovative teaching idea requires a change in diversely ethnical people's traditional belief and practices.

### 4.3. The Curricula

Undoubtedly, a curriculum serves as a guide for both teachers and students. A good one often specifies clear objectives for each class as well as for the whole course. It orients the way English is learnt and taught. Both the instructors and learners follow the curriculum in the teaching and learning process. Consequently, the one that aims to respond to students’ diverse backgrounds must contain activities that reflect their cultures and languages. Therefore, building a culturally responsive curriculum is usually time – consuming and involves different parties: the teachers, the learners, the learners’ communities and the administrators. These factors, clearly, pose obstacles for developers to make a good one.

### 4.4. Teaching Materials

Textbooks have been considered the most powerful material in English teaching and learning. Describing their value, Sheldon (1988) argues that they "represent the visible heart" of any English teaching program. In acknowledging their role, Hutchinson and Torres (1994, p.315) even describe textbooks “the universal element of teaching” which creates a frame upon which teachers can build a more creative methodology of their own. Thus, it seems to them that no teaching-learning situation is complete without relevant textbooks. For Cunningsworth (1995), textbooks are a provider of ideas and activities, a source of reference for both teachers and students. Obviously, English textbooks used in any CRT classrooms must integrate the cultures and experiences of multicultural students.

Besides, the deployment of visual aids, video, audio, etc. can also assist educators in English class so that they can conduct successful CRT practices. Therefore, a careful selection of suitable materials which reflect the needs of the learners, the aims and the values of CRT is needed.

## 5. METHODOLOGY

To identify the knowledge gap in empirical research about the practices of CRT in English teaching, a scoping review was conducted. Arksey & O’Malley’s (2005) five-stage scoping review framework was adopted, which are detailed below:

Stage 1. Formulating the research questions

Stage 2. Identifying relevant studies: The inclusion, exclusion criteria and search strategy were developed and implemented focusing on the objectives of the study.

Stage 3. Study selection: titles and abstracts are reviewed for relevance before full-text review.

Stage 4. Charting the data: Data were abstracted and checked including: Name of researcher(s), years of publication, objectives, methodology/ participants, findings.

Stage 5. Collating, summarizing and reporting the results

In stage 2, a comprehensive search strategy was carried out to identify relevant materials for this review. This process involves three electronic databases: Google Scholar, Research Gate and Eric as well as relevant journals and books. The search terms included “Culturally Responsive Teaching” and “Culturally Relevant Pedagogy” coupled with “English instruction”. The inclusion criteria encompass publications published the form of a journal, proceeding, thesis and reports covering the years from 1995 - 2024, focusing on CRT approaches in English education. The search resulted in the selection of seventy - six articles, which were analyzed based on their titles and abstracts to evaluate their relevance to the topic. Of which sixty - three were excluded as they were irrelevant to the purpose of this paper. The finally selected thirteen materials were then reviewed in-depth to extract information for a comprehensive overview regarding the CRT practices in English class, the teachers’ and students’ perception to it, the effects of CRT on students’ intercultural competence and English proficiency, and the challenges facing CRT English instructors.

**Table 1.** Selection criteria

Inclusion	Exclusion
Culturally Responsive Teaching	Pre - service teacher
Culturally Relevant Pedagogy	student teacher
English education	multicultural education

Table 2. Finding summary

No	Author	Year	Title	Research Methods	Objectives	Findings
1	Christy M. Rhodes	2013	Culturally Responsive Teaching Practices of Adult Education English for Speakers of Other Languages and English for Academic Purposes Teachers	Mixed methods - teachers from 15 colleges, 2 universities, 8 school districts, resulted in 134 responses	- Describe the culturally responsive teaching practices of adult education ESOL and EAP teachers in the state of Florida	- Reveal a trend of ESOL and EAP teachers' regular use of CLT practices (the most/least frequently used practices, the most/least important practices)
2	Bui, T.K.T	2014	An investigation into the use of culturally responsive teaching strategies: Teaching English to Muong ethnic minority students at a tertiary institution in Vietnam	Mixed-method study quasi-experiment	- Explore Muong students' culture and learning preferences and the exploitation of this knowledge to promote the learning and teaching in English classrooms	- CRT brought a positive change in the students' participation in speaking classes, in their attitude toward and their confidence in English learning. - CRT increases their English learning achievement. - CRT application to the targeted students creates a safe learning environment, integrate their learning preferences in class activities.
3	Christy M. Rhodes	2017	A Validation Study of the Culturally Responsive Teaching Survey	Quantitative approach 134 participants	- Study patterns of CRT practices of English teachers - Develop the psychometric properties of the CRT self-assessment survey	- Identify a trend of regular to frequent use of the majority of CRT practices - Demonstrate that the CRT self-assessment survey is a reliable, uni-dimensional scale which shows positive correlations with multi-cultural knowledge and teaching skills
4	Yıldırım, R	2019	Teaching in culturally and linguistically diverse classrooms: Turkish EFL instructors' experience	Mixed methods of inquiry 48 participants on the scale portion and 5 participants during the interviews.	- Investigate Turkish English instructors' perceptions regarding their readiness for CRT and challenges they face when teaching diversely cultural and linguistic students	Participants generally hold a positive attitude towards diversity as the cultural exchange helps building tolerance - The opportunities for increased interaction in culturally diverse classrooms assist language production, which leads to more communicative classroom contexts. - Most of the participants perceived themselves as linguistically competent, yet they feel challenged while satisfying the academic and linguistic needs of students of various cultural backgrounds as they have no relevant formal training.

5	Zorba M.G	2020	Personal and Professional Readiness of In-service Teachers of English for CRT	Mixed methods design. 415 teachers of English participated in the quantitative study, 12 teachers participated in the semi-structured interviews	- Explore the extent to which English teachers were personally and professionally ready to implement CRT. - Investigate teachers' perceptions of CRT	Significant differences between teachers' preparedness for CRT impacted by their experiences and education background.
	Ali, S. S	2021	Culturally Responsive Teaching: The Case of a Multicultural ELT Classroom in a Public Sector Asian University	Case study group of 24 first-year students	- Explore the CRT practices in English teaching to multicultural students	- CRT fosters a positive learning environment, enhances the learners' language proficiency - The integration of cultural elements develops learners' intercultural competence, promote their tolerance and appreciation to others' culture
6	Kong D, Zou M and Chen J	2022	English as a foreign language teacher engagement with culturally responsive teaching in rural schools: Insights from China.	Multi-case study	- Explore English teachers' engagement with CRT in rural schools in China	- Teachers' emotional engagement correlates with their social engagement - Factors influencing English teachers' engagement with CRT include: their beliefs about English language education, their knowledge about CRT, their commitment to their careers, their evaluation of the regime, the test-oriented culture and the students' social conditioning.
7	Yuliantari, S., & Huda, T.	2023	Integration of Culturally-Responsive Teaching in English Learning	Qualitative research design.	- Examine the way CRT is deployed to teach English and the impacts on the learners' engagement and language proficiency.	- CLT integration promotes English students' motivation and creates a positive learning environment. - CRT build meaningful bridges between students' culture and their learning
8	Lesti Kaslati Siregar, L.K., Mayuni.I	2023	Culturally responsive English teaching: Developing a model for primary school EFL teachers in Indonesia	Case study Participants: Two English teachers and 33 fifth graders	- Embed CRT in teaching strategies and content	- The deployment of students' cultures promotes their tolerance for differences, and enhance their cultural knowledge - The utilizing of learners' linguistic and cultural experiences in English classes fosters their learning.
9	Karleen, A.E	2023	Are teachers prepared to employ CRT effectively with English language learners?	Qualitative approach 8 teachers	- Categorize the preparation of teachers and practices that support CRT education	- The results confirm the importance of effective practices of CRT, the needs to provide teachers training, resources and support for culturally relevant self-assessment

10	Qing L	2024	Culturally Responsive Teaching Practices and Student Attitude Towards Learning the English Language in China	Descriptive-comparative correlational design 491 students do the questionnaire	- Study the learners' perception toward the introduction of CRT in their English classrooms	- The level of CRT practices is perceived as average. - CRT implementation can develop students' positive attitudes, enhance their motivation and academic achievement in English learning
11	Khan, I.U	2023	Reimagining ELT in Pakistan: A critical analysis of integrating CRT in undergraduate curriculum reform	Qualitative case study	Investigate a national curriculum reform project in Pakistan that seeks to promote CRT in English teaching at the undergraduate level. Based on a critical analysis of curriculum revamping for higher education in Pakistan, this research aims at addressing this gap by analyzing how the curriculum revamping integrated CRT into the curriculum of English language teaching in Pakistan	- Teachers should engage students in activities that are congruent to their culture and language, - A supportive classroom atmosphere that respects their learners' identities and cultural backgrounds should be created. - Teachers need professional development training to carry out CRT successfully
12	Charoensilp, P	2024	Intercultural Sensitivity as a Factor in Perceived Culturally Responsive Teaching of Teachers in Northern Thailand	Mixed-method, 168 teachers participate in the survey 19 teacher participants were included in the semi-instructed interview	- Examine the extent English teachers' intercultural sensitivity affecting their CRT implementation - identify factors influencing teachers' CRT practices besides intercultural sensitivity	- Teachers' intercultural sensitivity impacts their CRT practices significantly: incorporating students' lived experiences in the instruction, receptive and engaging communication with students, parents and creating inclusive learning contexts - other factors influencing CRT were school size, non-Thai student enrolment frequency, individuals' overseas travel experience and international co-teachers
13	Hediyah, A.A	2024	Culturally Responsive Teachers of English Language Learners: A Qualitative Case Study	Qualitative case study 15 informants	- Examine how CRT training influences teachers' classroom practice, how it meets English learners' academic and sociocultural needs, and teachers' perception of CRT effects on English learners	- Findings reveal themes regarding teachers' need for training to increase cultural awareness, to support English learners' sociocultural and language learning needs, and to create classrooms in which the learners feel respected and safe

6. FINDINGS

Despite the merits of CRT in English instruction in multicultural settings have been recognized by various researchers, the modest number of publications (13 investigations) meeting the criteria for the

overview of this paper indicates clear evidence of the insufficient attention paid to the actual practices of CRT in English education. However, an analysis of those selected materials can still reveal some important vacuums that need to be addressed to have a more complete picture about CRT implementation as well as associated elements to make most of this educational approach.

### **6.1. Current CRT Practices in English Class**

Out of thirteen studies about CRT deployment to teach English, only three were conducted to investigate the frequencies of using this approach in classrooms. Rhodes (2013) tried to examine the frequencies of certain culturally relevant activities. She found out the number of times those practices were used was different, which depends on their importance as perceived by the teacher informants. In another study, Rhodes (2017), once again, examined patterns of CRT practices, developed and validated a list of self – assessment criteria for teachers to evaluate cultural knowledge and teaching skills. The findings confirmed that it was these two elements correlate with the informants' deployment of this teaching technique in English class.

Kong D, Zou M and Chen J (2022) and Qing (2024) explored the level of CRT employment in English learning and teaching. Their surprising findings show a low or average use of CRT. The results were unexpected because huge advantages of this approach have been reported in theoretical researches.

Obviously, the small number of research in CRT application in English instruction and the conclusions of the ones above help confirm the fact that this powerful teaching approach is not used frequently in most of investigated English settings.

### **6.2. English Teachers and Students' Perception of the Effectiveness of CRT in English Teaching and Learning**

As previously analyzed, perception of teachers and students - two main players of the English learning and teaching process – are essential for the application of CRT. The overview of the research findings shows that participants hold very positive attitude about the impact of CRT on students' learning outcome. Bui (2014), Yuliantari and Huda (2023) and Qing (2024) reported that their informants confirmed the effectiveness of CRT on promoting the learners' participation, confidence, positive attitude and learning motivation in English class. They found CRT can help to integrate the students' learning preferences, while a safe and positive learning environment was also built. Bui (2014)'s later conclusion was in alignment with results found by Ali (2021), Yuliantari and Huda (2023). Similarly, instructors investigated by Yildirim (2019) also stated CRT deployment increases interaction in multicultural classroom and creates more communicative contexts.

### **6.3. The Impact of CRT on Students' Intercultural Competence and English Proficiency**

Studies of Bui (2014) and Qing (2024) all pointed out that CRT deployment help English learners enhance their academic achievement. Their post - test score showed a significant improvement. Ali (2021) also confirmed the effectiveness of CRT in developing his informant students' English proficiency. Siregar, Mayuni (2023) and Yuliantari and Huda (2023) went further when their research demonstrated that the utilization of learners' linguistic and cultural experiences fosters their learning.

Besides, a number of researches about CRT implementation in real contexts also showed evidence – based results about the roles of CRT in improving the learners' intercultural competence. Both Yildirim (2019) and Siregar, Mayuni (2023) found cultural exchanges foster English students' tolerances for differences and boost their intercultural knowledge. Holding the same position with them, Ali (2021) further added that the integration of CRT develops learners' appreciation to others' cultures.

### **6.4. English Teachers' Perception of Challenges of Crt Practices**

A number of obstacles to effective CRT practices have been reported. While Zorba (2020) confirmed his participants' experiences and education background affect their preparedness for CRT. Kong D, Zou M and Chen J (2022) affirmed that their teacher participants worried about their knowledge about CRT, test – oriented culture, teachers' evaluation regime and the students' social conditioning. In the same vein, the findings of Karleen (2023), Khan, I.U (2023), Charoensilp (2024), Hadiyah (2024) also indicated that teachers' knowledge about CRT approach, cultural diversity make it hard for them to build a culturally responsive curriculum. They feel stressed when they have to meet the academic and linguistic needs of diverse culturally students, engage them in activities that reflect their culture and

language and create a supportive classroom environment relevant to their cultural background. Charoensilp (2024) discovered another significant challenge faced by English instructors. That is their intercultural sensitivity which affects their CRT practices in integrating students' lived experiences in the instruction, developing receptive and engaging communication with them and their parents and in creating inclusiveness learning environment. Besides, other factors such as: school size, enrollment frequency of ethnic minority students, oversea travel experience and international co-teachers are also mentioned as culprits that hinder the successful deployment of CRT.

### 7. DISCUSSION AND CONCLUSION

In spite of limited number of studies into CRT incorporation in English language instruction, this scoping overview has shed light on elements related to its effective application. First of all, findings from real practice all confirm the positive impacts of this instructional approach on promoting English students' learning outcome, especially the development of the language proficiency and intercultural competence. As a result, teachers and learners express favorable attitude to its integration in English teaching and learning. Additionally, the results generated from the selected papers for review also point out a number of challenges facing CRT teachers. This fact requires the provision of a professional preparation program for instructors to equip them with knowledge and skill necessary for the successful implementation of CRT. More support and resources for them should also be supplied. Last but not least, this scoping review also reveal a number of issues that need to be addressed. Future research should focus on efficient strategies to deliver instruction culturally responsive. An identification of culturally relevant themes to be embedded in English teaching is also vitally needed, especially for inexperienced instructors. Furthermore, learners' voice about problems with CRT practices should be dissected as well because they are also a determinant of the efficiency of this approach.

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**Citation:** Nguyen Thi Mai Huong. "Culturally Responsive Teaching in English Classrooms: Practices, Perceptions and Challenges". *International Journal on Studies in English Language and Literature (IJSELL)*, vol 13, no. 6, 2025, pp. 23-33. DOI: <https://doi.org/10.20431/2347-3134.1306004>.

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